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Towards a Learning Exchange Theory for a Dynamic Digital Future: An ACARD-SR Model Evidence from South East Asia

Abstract No: 58844

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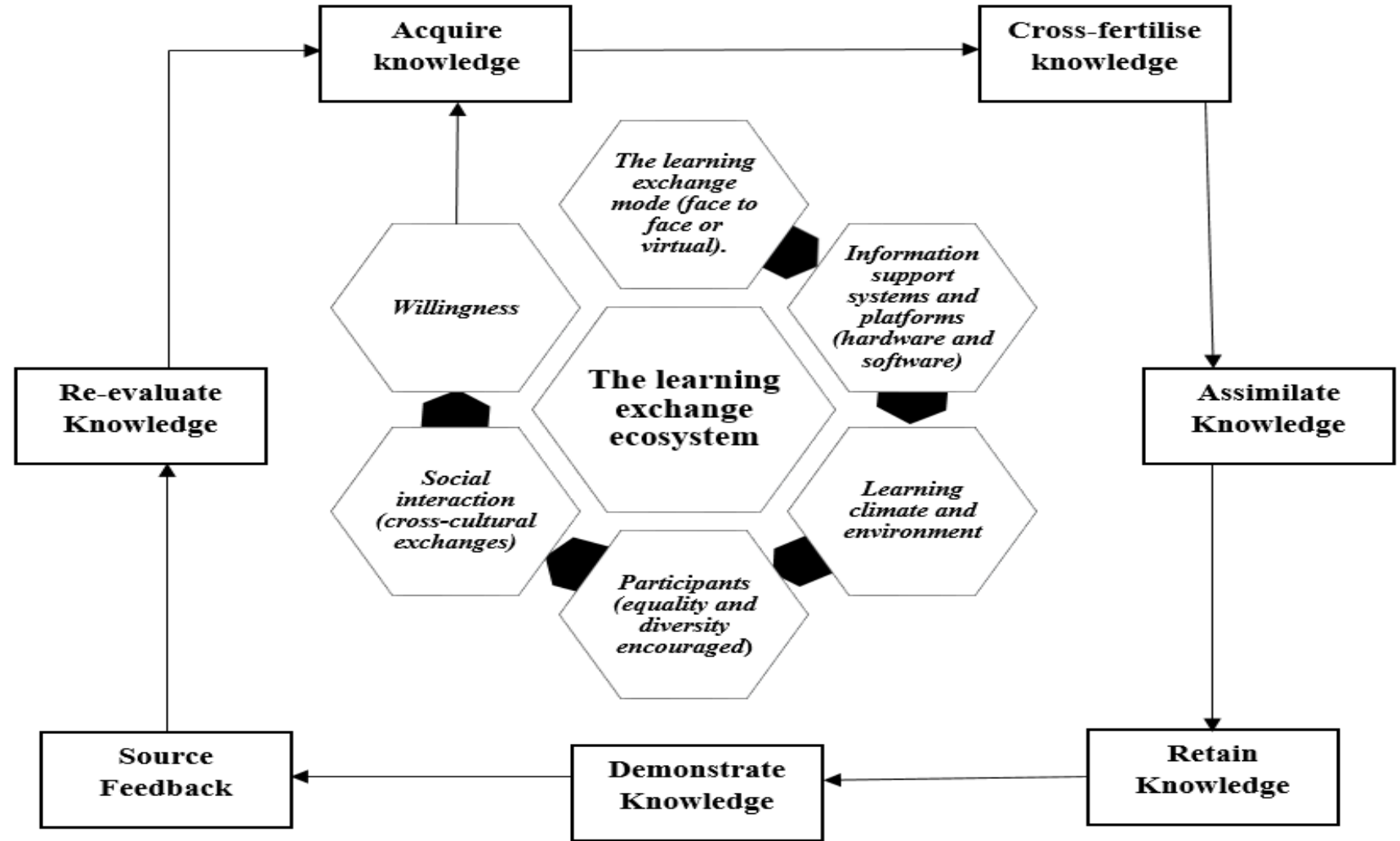
Malaysia and Power distance

- Malaysia has a power distance index of **140**, the highest in the world (Hofstede, 1998).
- Malaysian culture is therefore premised on the acceptance of a natural disparity of power between those in authority and those without (Hofstede, 1998; Lim *et al.*, 2016).

Consequences of Power distance on Education in Malaysia.

- Students are challenged by the difficulty of effectively articulating their ideas openly in the physical classroom (Harland et al., 2013).
- This subsequently amplifies teaching practitioners' challenge of getting students to actively participate, commit to, and become willingly engaged in the learning exchange experience (Mendes & Hammett, 2020).
- This challenge becomes more apparent considering cross-examination of local and international students integrated into a class to foster equality and diversity (Ryan & Viete, 2009).
- Though a high power-distance culture helps to promote students' knowledge memorization and application, it however, inhibits social interactions that could otherwise provoke knowledge cross-fertilization and development (Dimmock & Walker, 2005; Salleh et al., 2018).

ACARDSR MODEL



ACARDSR MODEL

- To understand the **ACARD-SR model**, we first recognize and define its undergirding theoretical foundations (the social learning theory, scaffolding theory, and collaborative learning theory).
- **The collaborative learning theory** is defined as the instructional process in which students at several learning stages work and are organized into small teams toward a common goal of knowledge acquisition (Hämäläinen, 2012).
- **Social learning theory** posits that students acquire knowledge from other students via observation, replication, and modelling (Hanson et al., 2016).
- **Scaffolding theory reflects** a step-by-step approach to building knowledge over time (Coulson & Harvey, 2013).

ACARDSR MODEL: STEP BY STEP

- First mirrors the **acquisition** of knowledge by a culturally diverse team of students.
- The quest for relative knowledge acquisition provokes a **cross-fertilization** of students' ideas. An effective and efficient cross-fertilization process engenders several neural pathways for students to **assimilate** knowledge obtained from peers and their tutors.
- Similarly, by applying the scaffolding theoretical assumptions, students can **retain knowledge**. After each module delivery, presentations are done before everyone in class as each team is required to **demonstrate** defined knowledge by discussing and applying solutions to the issues identified.

ACARDSR MODEL: STEP BY STEP

- After each team's presentation,
- the tutor initiates a **source feedback** session where students, their peers, and the tutor obtain feedback about the entire learning exchange process from each other. During the sixth week of the semester, a much extensive survey congruent with the source feedback session, is distributed to students to evaluate the learning exchange process. Students anonymously provide comments about the strengths, weaknesses, opportunities, threats, and recommendations for improvement of the learning exchange process.
- Thereafter, the **re-evaluation** stage which relays an apt collation and comprehensive examination of collected students' surveys is executed. Furthermore, new knowledge is **acquired**, and the ACARD-SR model cycle is consequently repeated to ensure sustainability of the improved learning exchange experience.

LIMITATION AND RECOMMENDATION

- Whilst this is a conceptual paper, it is suggested that an empirical quantitative study be carried out